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COVER DESIGN

The cover shows the two-room school house of the Zamora School District in Yolo County where the rolling foothills of the Coast Range join the Sacramento River Valley. The school seems entirely at home with Zamora's old elms and white houses.

Our Tempting Frontiers¹

VIERLING KERSEY, *Superintendent of Public Instruction*

Instruction in Secondary Schools is Basis of Future National Security

No finer, saner, safer American citizenship is exemplified by any group in California life today than that found daily in the habits, attitudes, and activities of the secondary school youth in the secondary schools of our state.

Little doubt can be expressed that there is evolving in our country a changing social order. The factors which will contribute to this social order probably will be a new economic system, a reorganized American politics, a modified program of finance, a readjusted agricultural and industrial system, and other elements of major change. In looking toward this new social order our youth are deserving of primary consideration.

The rank and file of the American people now are seeking for an improved type of secondary education. Values that come closer to life's practical requirements are insistently demanded. Secondary education must provide young people with a learning climate in the school that is adapted to the climate of the external life around the school. In recognition of this persistent demand, frozen curricula and traditional methods in secondary school classrooms and the rigidities and inelasticities that exist in after-high-school educational units must be replaced by adequate and available educational services for all our youth.

Society's responsibility for youth is increasing in two directions, namely; (1) to extend the period of social custodianship of youth, and (2) to provide a wider range of educational experiences to a larger number of people. If the purposes of our democratic society are to be served more attention must be given to developing new methods and new materials in terms of current economic and social needs, and less attention to the issues and problems of the past.

In this period of tensions and maladjustments with its "isms," "ists," "ators," etc., there is a distinctly American way to solve our problems. It is well to recognize that progress in our democratic American society has not been in terms of panaceas, utopian schemes, and idle dreams, but in terms of hard thinking, careful long-term-planning and cooperative unification of all energies directed to the attainment of our ideals. The American road to progress is marked by courage to stand by ideals at the expense of popularity, by strength

¹ Condensed from address of same title delivered at conference of California secondary school principals, April 15, 1935, at San Francisco, California.

gained through the exercise of emotional controls, by the elimination of false pride that results from selfish seeking for the satisfaction of individual desires, by the dynamic defense of patriotic loyalties to American institutions by the acceptance of social responsibility, and by the cultivation of the judicial attitude of mind.

Great is the frontier that tempts the secondary school principal in California. Let us examine that frontier.

What America Wills, That She Will Attain

The history of American institutions, instruments, and accomplishments is the story of enthusiasm, and action related to them. These enthusiasms have come singly and in groups, at times they have followed national crises, periods of distress or panic. Now they are following a depression. With all of these national enthusiasms the public schools have been vitally concerned.

Heretofore it has been the college wherein instructors have dared discuss and students have dared question the happenings of the day. Now this is preeminently the task of the junior and senior high school and the junior college.

What is it that America now wills?

1. America wills to reduce or eliminate all unnecessary suffering. We view an increased desire to "serve" rather than "profit from."
2. America wills to eliminate child labor, both by legislative act and by employer accepted policy.
3. America wills that crime shall be eliminated. Not more laws on the statute books, not even more enforcement officers, speedier justice, nor greater severity of penalty can equal the development of greater respect for life, property, law, and liberty in the heart of the individual citizen.
4. America wills to be of good health. The secondary school years of the life of youth are years during which health, exercise, recreation, and mental habits that will practically guarantee health for most of the normal life span may be developed.
5. America wills to bring about security. Physical, mental, political, and economic security we concede are attainable only through ready and intelligent cooperative endeavor. They cannot come through methods of authority or force.
6. America wills to develop new values. Non-materialistic, social, cultural, and spiritual values are on their way to determination, presentation, and acceptance. During this period of reconstruction there are a host of recognized values beyond the economic.
7. America wills to take the "irk" out of work. Nothing can stop our march to the cheapest, easiest, and best methods even if this

shatters all our convictions about the worth of hard work, diligent application, and persistent effort.

Implications of Recovery are Direct in Bearing Upon Education

The federal government, through its emergency and general recovery program, and also several of the foundations for the study of education, are aroused to the point of definite action in the field of secondary education. A brief report of this situation is here presented as a guide for the further study which secondary school principals will certainly pursue in the immediate future. The federal government will probably follow a plan of meeting whatever phases of the emergency in education it determines to recognize as a project separate and apart from the general relief program. Those working intimately with the federal administration are insistent that the federal relationships to state education shall respect and consider needs as follows:

1. Funds should be available for public works projects in which school housing is given a prominent place. Estimates for California reveal that to provide adequate housing facilities for California secondary schools today would require an expenditure of 15 million dollars in excess of what present legal bonding limitations could permit, in terms of reduced valuations, assuming, even, that bonds could be voted.
2. School districts are requesting federal assistance so that they may refinance present indebtednesses. This phase of the federal program has not developed beyond the state of mere proposal for California. In some other states the idea has been elaborated, and federal aid is lifting burdens of debt too heavy for impoverished districts to carry.
3. The continuance of the plan of Federal aid to college students which has provided more than \$50,000 in aid for California junior college students who, without this aid, would be unable to attend school is urgently needed.
4. We must urge the continuance of the program and activity of the Emergency Educational Service, which is closely tied to the secondary schools of the state. It offers employment to more than a thousand teachers in the secondary field, and it now accommodates, in classes of secondary grade, nearly 100,000 young people and adults.
5. California may well join in expecting that unforeseen physical, economic or social emergencies which directly affect schools be met by the federal government.

Certainly secondary education, after-secondary school education, and adult education present the areas in which the most challenging

phases of the current educational frontier are to be found. If the expansion of educational offering needed to meet needs in these areas is to continue, such a tremendous problem will develop that a continuing emergency condition will confront secondary and post-secondary education.

Certain extra-school educational influences as the motion picture, the radio, the library, the magazine and newspaper, and recreation are of significant concern to secondary school administrators. The interest and activity of the American Council on Education, the Department of Secondary School Principals of the N. E. A., the Progressive Education Association, and the National Council of State Superintendents in the area of secondary education are significant. Participating in a national experiment in reorganized programs of studies already are several California secondary schools. Very soon all California will join in a National Survey of the status of American Youth twelve years of age and over.

Present State Situations Involve Secondary Education

State problem number two, which is ours to consider, is the question educators and not tax experts. Yet certain principles we observe do operate with more certain advantage not only for our schools and the welfare of our youth, but also for the taxpayers and the stability of our economic life.

We insist that no tax be labelled "for schools." In general, we believe in the policy of tagging no sources of income for particular and specific expenditure. Here we believe that an amount of money sufficient to maintain the state's share of responsibility for the support of the schools shall be protected as being a prior charge upon the funds and total income of the state.

State problem number two, which is ours to consider is the question of after-high-school educational demands. In this matter let us commit ourselves:

1. A most certain increase in demand for education in California during the next decade is bound to be in the after-high-school years.
2. The people of the State of California are committed to the obligation of meeting the insistent demand for after-high-school and post junior college educational opportunity for all youth.
3. We may predict that even though there should be in the future a return of increased employment opportunity for high school graduates, these very graduates, as well as parents and employers, will consistently demand continuing educational opportunities and training of and for all youth capable of profiting therefrom.

4. Technical, vocational, semi-professional training is gradually being pushed up into collegiate educational levels. Already two years beyond high school is not a sufficient training period for many vocations.
5. The high school has become, and in increasing instances the junior college is coming to be, the level of educational maturity required as prerequisite to entrance into any type of specialized vocational, semi-professional, or professional training.
6. The period of binding relationship between parent and child in home life is extending. Children are children longer and to more advanced years now than heretofore. Parents are anxious that the maximum number of years of the life of their offspring center around and radiate from the home environment. This one fact more than any other accounts for the increase in enrollment in junior colleges in the state, and the greater increase in enrollment in junior college levels in teachers colleges.

A summary of public opinion seems to indicate a definite demand for post junior college educational opportunity at convenient centers throughout the state of California. Parents do not desire elaborate, extravagant, expensive collegiate offerings. They are convinced that at no extraordinary cost, more college educational opportunities can be provided to meet their demands for their children. These parents demand general educational opportunities and they will expect high standards of accomplishment.

7. Additional educational opportunities and institutions must not destroy the junior college system and must not weaken the great University of California. It is possible to predict the centers where added regional educational opportunities should be offered, and the amount and kind of offering, in accord with some plan which would serve the state for a period of many years and be consistent with popular demand.
8. Society is bearing the cost of maintaining this youth that demands added educational opportunity either in an institution at present established or in some other one of the many ways to which we have resorted for the purpose of keeping youth from deteriorating during a period of unemployment or non-contact with further education.
9. Tradition and the evolution of public education in California seem to warrant a university system and a system of public schools. Obviously not all are fitted to benefit by university training. Probably not all of those who do not go to the University are fitted to benefit by the opportunities of four years of college education.

Nevertheless, increasing numbers are being prepared more and more adequately by our improved high school and elementary education to take advantage of extended after-high-school and post junior college educational opportunities.

10. Those institutions where the state has already made investments or where communities or districts have made extensive capital outlay for after-high-school educational opportunity surely should be the first to offer added educational opportunity as the state plans to meet the needs of its youth for any further education beyond high school.
11. This demand for extension of educational opportunity has received its major impetus from the recent economic conditions which have forced youth to seek more education. The recent period of drastic reduction in school costs and activities has given us in California a program of after-high-school education which is considered to be the most economical and best administered in the United States. As there is demand for further years of collegiate training for more young people these very efficient institutions should provide for that demand.
12. The state as a whole is the most adequate unit to serve as a tax base for the financing of any further extension of collegiate educational opportunity. The inequalities which are bound to result from any tax program which would provide this added educational opportunity on other than some plan of state finance would almost defeat the purposes of these institutions. Certainly no sane justification can be offered for the operation of these institutions on a tuition basis.

State problem number three which we shall consider has to do with the present session of the California State Legislature. My observation and prediction is that this Legislature will be and is friendly to education and to the educational approach to social problems. Legislators expect us to give a worthy answer for our important stewardship. They expect to have us inform them about matters which bear upon local situations and they desire our expression of opinions. This we can give in a personal and a distinctively professional manner.

State problem number four for us to solve as secondary leaders has to do with our position of leadership. The principal leads the way in the profession. He leads the way in statewide understanding. He is leader in all matters of lay cooperation. It is he who sets the imagery of our profession in the lay mind. He is the responsible leader in creating a desire in the teacher for improvement. It is he who carries the keys to unlock the treasure chests for youth and to raise the whole community to worthier appreciations.

California City School Districts, 1934-1935

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,
and Chief, Division of Research and Statistics*

The School Code,¹ the General Laws,² and the Constitution of California³ require all chartered cities and all other incorporated cities, except cities of the sixth class, to be governed by boards of education. School districts governed by boards of education are vested, by the School Code and by the General Laws governing the several classes of incorporated cities, with certain specific powers and responsibilities which are not granted to other types of school districts, such as:

1. The prescription of courses of study independently of the county board of education and the superintendent of schools (S. C. 3.692).
2. The purchase of school supplies and apparatus independently of the county board of education and the county superintendent of schools (S. C. 6.471).
3. The conferring of diplomas of graduation on pupils completing the elementary school course of study independently of the county board of education (S. C. 3.180).
4. The adoption of supplementary textbooks for use in elementary schools independently of the county board of education (S. C. 6.235, 6.310).
5. The levy by the governing board of the municipality of a special tax for school purposes, the proceeds of which are paid into the county treasury to the credit of the school district (General Laws (Deering), Act 5233 and S. C. 4.280; also provisions of the several city charters).

Definition of City School Districts

The differentiations in functions and powers stipulated by the Constitution and Statutes with respect to school districts which are governed by boards of education and those which are governed by boards of school trustees are sufficiently marked as to constitute those districts governed by city boards of education a distinct classification of school districts different from other types of school districts. For

¹School Code of California, 1933, Section 2.110.

²General Laws (Deering) Act 5233.

³California Constitution, Article XI, Section 8½, paragraph 2.

this reason this group of districts may well be considered as constituting a separate classification of school districts known as city school districts. In the past no explicit definition has been given by the Department of Education to this classification of school districts. In *Statistics of California City School Districts* prepared by the Division of Research and Statistics, the State Department of Education has reported data for a group of districts which were reported by county superintendents of schools as being city school districts. A tentative definition was given in these bulletins of city school districts as including those districts governed by city boards of education. However, no serious attempt was made to supplement the information given by county superintendents of schools through an independent check of the General Laws or of the records of the several state offices.

In view of the current interest in units of school administration and the possibility of reorganization of school districts under pending legislation it has been thought desirable to attempt to secure a complete list of the school districts of California which should be classified as city school districts. For this purpose a definition has been adopted which includes as city school districts all elementary school districts which include a chartered city or any other incorporated city other than a city of the sixth class. In order to secure a complete and correct list of such districts a check has been made of the recent Statutes of California, of the reports of the Secretary of State and the State Controller, and the 1932 Edition of Locke's *Municipal Handbook*.¹

City School Districts, 1934-1935

The following list of city school districts in California during the current school year includes each elementary school district in the state which embraces a chartered city or any other incorporated city **except** a city of the sixth class even though the elementary school district may not be governed by a board of education elected as such. In eight of the districts listed the elementary schools are governed by boards of school trustees of three members rather than by city boards of education. This is due to the fact that the city charters governing these districts fail to provide for a city board of education. These districts are included in the list nevertheless since they are required as chartered cities to be governed by boards of education. It is assumed that the boards of trustees legally constitute boards of education.

It will be noted in the following list that 52 of the 56 cities are chartered cities and three are fifth class cities. Taft, although a sixth class city and therefore not a city school district, is included in this list since it has the status of a city school district under School Code section 2.990.

¹ Wm. J. Locke. *Municipal Handbook for City Officials of California*. Fourth Edition. San Francisco: Upham & Rutledge, Inc., 1932, pp. 234-241.

California City School Districts, 1934-1935

<i>City</i>	<i>Classifi- cation of city</i>	<i>Population of city, 1930 census</i>	<i>County</i>	<i>Name of city superintendent of schools</i>
1. Alameda -----	Chartered	35,033	Alameda-----	Wm. G. Paden
2. Albany -----	Chartered	8,569	Alameda-----	John Franklin West
3. Alhambra -----	Chartered	29,472	Los Angeles-----	Geo. E. Bettinger
4. Bakersfield † -----	Chartered	26,015	Kern-----	Lawrence E. Chenoweth ‡
5. Berkeley -----	Chartered	82,109	Alameda-----	Lewis W. Smith
6. Burbank -----	Chartered	16,662	Los Angeles-----	B. F. Enyeart
7. Chico -----	Chartered	7,961	Butte-----	F. L. Cummings
8. Compton † -----	Chartered	12,516	Los Angeles-----	Mrs. Ardella B. Tibbey ‡
9. Eureka -----	Chartered	15,752	Humboldt-----	George B. Albee
10. Fresno -----	Chartered	52,513	Fresno-----	O. S. Hubbard
11. Glendale -----	Chartered	62,736	Los Angeles-----	Richardson D. White
12. Grass Valley -----	Chartered	3,817	Nevada-----	James S. Hennessy
13. Healdsburg* -----	Chartered	2,296	Sonoma -----	**
14. Inglewood † -----	Chartered	19,480	Los Angeles-----	Robert E. Cralle ‡
15. Long Beach -----	Chartered	142,032	Los Angeles-----	Seymour I. Stone ¹
16. Los Angeles -----	Chartered	1,238,048	Los Angeles-----	Frank A. Bouelle
17. Marysville † -----	Chartered	5,763	Yuba -----	Walter Kynoch ‡
18. Modesto -----	Chartered	13,842	Stanislaus-----	J. H. Bradley
19. Monterey †* -----	Chartered	9,141	Monterey-----	J. H. Graves***
20. Napa †* -----	Chartered	6,437	Napa -----	**
21. Oakland -----	Chartered	284,063	Alameda-----	E. W. Jacobsen
22. Oroville † -----	Fifth Class	3,698	Butte-----	C. A. Fylling ‡
23. Pacific Grove* -----	Chartered	5,558	Monterey-----	R. H. Down***
24. Palo Alto -----	Chartered	13,652	Santa Clara-----	A. C. Barker
25. Pasadena -----	Chartered	76,086	Los Angeles-----	John A. Sexson
26. Petaluma -----	Chartered	8,245	Sonoma-----	David M. Durst
27. Piedmont -----	Chartered	9,333	Alameda-----	Harry W. Jones
28. Pomona -----	Chartered	20,804	Los Angeles-----	Emmett Clark
29. Porterville †* -----	Chartered	5,303	Tulare-----	Charles E. Bigham*** ‡
30. Redwood City †* -----	Chartered	8,962	San Mateo-----	John Gill***
31. Richmond † -----	Chartered	20,093	Contra Costa-----	Walter T. Helms
32. Riverside -----	Chartered	29,696	Riverside-----	Ira C. Landis
33. Sacramento -----	Chartered	93,750	Sacramento-----	Charles C. Hughes
34. Salinas † -----	Chartered	10,263	Monterey-----	R. D. Case
35. San Bernardino -----	Chartered	37,481	San Bernardino-----	Lewis E. Adams
36. San Diego -----	Chartered	147,995	San Diego-----	Will C. Crawford
37. San Francisco -----	Chartered	634,394	San Francisco-----	Edwin A. Lee
38. San Jose -----	Chartered	57,651	Santa Clara-----	Walter L. Bachrodt
39. San Leandro -----	Chartered	11,455	Alameda-----	W. O. Davies
40. San Luis Obispo -----	Chartered	8,276	San Luis Obispo-----	Charles E. Teach
41. San Mateo †* -----	Chartered	13,444	San Mateo-----	Geo. W. Hall*** ‡

* City elementary school district governed by board of trustees although statutes require board of education.

** No superintendent of schools reported.

*** Reported as district superintendent of city elementary school district only.

† City elementary school district only: union high school district under separate board of trustees.

‡ Superintendent in charge of elementary school district only.

¹ Acting superintendent succeeding H. S. Upjohn, resigned, effective April 21, 1935.

² Charter ratified by Legislature of 1933. City school district effective 1934-1935.

³ Not a city school district but has status of a city district under School Code section 2.990.

California City School Districts, 1934-1935—Continued

<i>City</i>	<i>Classification of city</i>	<i>Population of city, 1930 census</i>	<i>County</i>	<i>Name of city superintendent of schools</i>
42. San Rafael-----	Chartered	8,022	Marin-----	Oliver R. Hartzell
43. Santa Ana-----	Fifth Class	30,322	Orange-----	Frank A. Henderson
44. Santa Barbara-----	Chartered	33,613	Santa Barbara-----	Curtis E. Warren
45. Santa Clara †-----	Chartered	6,302	Santa Clara-----	**
46. Santa Cruz-----	Chartered	14,395	Santa Cruz-----	C. R. Holbrook
47. Santa Monica-----	Chartered	37,146	Los Angeles-----	Percy R. Davis
48. Santa Rosa-----	Chartered	10,636	Sonoma-----	Jerome O. Cross
49. Stockton -----	Chartered	47,963	San Joaquin-----	Ansel S. Williams
50. Taft †-----	Sixth Class ^a	3,442	Kern-----	James A. Joyce †
51. Tulare †-----	Chartered	6,207	Tulare-----	W. B. Knokey
52. Vallejo -----	Chartered	14,476	Solano-----	Elmer L. Cave
53. Ventura †-----	Chartered	11,603	Ventura-----	E. L. Van Dellen
54. Visalia †-----	Chartered	7,263	Tulare-----	DeWitt Montgomery
55. Watsonville †-----	Chartered	8,344	Santa Cruz-----	T. S. MacQuiddy***
56. Woodland -----	Fifth Class	5,542	Yolo-----	T. L. Whitehead***

Lack of Unification in City School Districts

Considerable diversity exists in the character of the California city school districts as organizational units. Thirty-six of the 56 listed city school districts are both city elementary school districts and city high school districts governed by a single board of education (S. C. 2.510, 2.1040). In 34 of these 36 districts a single superintendent of schools is employed in charge of the complete educational program of the district. In Pacific Grove and in Woodland the superintendent of schools is reported as a district superintendent in charge of elementary schools only.

City Elementary and City High School Districts

In 14 only of the 36 combined city elementary and city high school districts under a single governing board are the boundaries of the high school district coterminous with those of the elementary school district. In the other 22 cases the city high school district embraces one or more elementary school districts in addition to the city elementary school district. In these 22 city districts the city board of education governs the city elementary school district and the city high school district but has no jurisdiction over the individual elementary school districts, other than the city elementary school district, which have been annexed to the city high school district for high school purposes only.

City Elementary and Union High School Districts

Each of the remaining 18 city elementary school districts constitutes a portion only of a union high school district which is governed by a separate board of high school trustees and embraces other elementary school districts in addition to the city elementary school district. The involved character of the administrative organization of these districts is indicated in the footnotes on page 150.

The city of Healdsburg constitutes a city elementary school district to which a number of additional elementary school districts have been annexed for high school purposes. This district probably should be classified with the 22 city high school districts which embrace territory outside of the city elementary school district. However, the Healdsburg high school district is governed by a separate board of high school trustees and functions as a union high school district. The Healdsburg elementary school district is governed by a board of trustees of three members. Under Article XI, section 8½ of the Constitution, as a chartered city, it should be governed by a board of education. For this reason the board of trustees probably has all of the powers and duties of a board of education and should be considered as such.

San Leandro city elementary school district is part of the Oakland city high school district and therefore does not fall within any of the three groups which are listed.

The city school groups falling within each of the three major groups referred to are indicated in the following lists:

**A. CITY ELEMENTARY SCHOOL DISTRICTS AND CITY HIGH SCHOOL
DISTRICTS WITH COTERMINOUS BOUNDARIES, GOVERNED
BY A CITY BOARD OF EDUCATION¹**

- | | | |
|-------------|-------------------------------|-------------------|
| 1. Alameda | 6. Pacific Grove ² | 11. San Francisco |
| 2. Albany | 7. Palo Alto | 12. San Jose |
| 3. Berkeley | 8. Piedmont | 13. Stockton |
| 4. Burbank | 9. Sacramento | 14. Vallejo |
| 5. Glendale | 10. San Diego | |

¹ In each of these districts except Pacific Grove a city superintendent of schools is employed in charge of the city elementary and city high school district.

² Pacific Grove city school district is governed by board of trustees although School Code and General Laws require a board of education. The superintendent of schools is employed as district superintendent of schools of the elementary school district only.

B. CITY ELEMENTARY SCHOOL DISTRICTS AND CITY HIGH SCHOOL DISTRICTS WITH BOUNDARIES NOT COTERMINOUS, GOVERNED BY A CITY BOARD OF EDUCATION¹

<i>City school district</i>	<i>No. elementary school districts in city high school district 1934-1935</i>	<i>City school district</i>	<i>No. elementary school districts in city high school district 1934-1935</i>
1. Alhambra	3	12. Pomona	2
2. Chico	15	13. Riverside	10
3. Eureka	12	14. San Bernardino	10
4. Fresno	2	15. San Luis Obispo	21
5. Grass Valley	2	16. San Rafael	7
6. Long Beach	2	17. Santa Ana	4
7. Los Angeles	16	18. Santa Barbara	10
8. Modesto	16	19. Santa Cruz	21
9. Oakland	2	20. Santa Monica	2
10. Pasadena	4	21. Santa Rosa	23
11. Petaluma	17	22. Woodland ²	13

¹In each of these districts except Woodland a city superintendent of schools is employed in charge of the city elementary and city high school district.

²In Woodland a district superintendent of schools is employed in charge of the city elementary school district only.

C. CITY ELEMENTARY SCHOOL DISTRICTS COMPRISING PORTIONS OF UNION HIGH SCHOOL DISTRICTS

1. Bakersfield ¹ (Kern County Union High School District)	10. Richmond ⁷
2. Compton ¹	11. Salinas ⁷
3. Inglewood ¹	12. San Mateo ^{3,4}
4. Marysville ²	13. Santa Clara ⁵
5. Monterey ^{3,4}	14. Taft ²
6. Napa ^{4,5}	15. Tulare ⁷
7. Oroville ²	16. Ventura ⁷
8. Porterville ^{4,6}	17. Visalia ⁷
9. Redwood City ^{4,6} (Sequoia Union High School District)	18. Watsonville ^{4,8}

¹City superintendent in charge of elementary school district only; union high school district administered by high school district superintendent.

²City superintendent in charge of elementary school district only; no union high school district superintendent reported.

³District superintendent in charge of elementary school district only; union high school district administered by high school district superintendent.

⁴City elementary school district governed by board of trustees, although School Code and General Laws require board of education.

⁵No superintendent of schools reported for city elementary school district or union high school district.

⁶District superintendent in charge of elementary school district only; no union high school district superintendent reported.

⁷City superintendent of elementary school district, also district superintendent of union high school district.

⁸District superintendent of elementary school district, also district superintendent of union high school district.

Junior Colleges in City School Districts

Of the total of 56 city school districts only 25 at present provide education on the junior college level or are parts of junior college districts or high school districts maintaining junior colleges. Fifteen of the 25 either constitute or are parts of junior college districts. The other 10 are either coterminous with or parts of high school districts maintaining junior college courses. In addition to these 25, which are listed below, the San Francisco City and County school district is at present organizing junior college courses to be offered by the high school district in 1935-1936.

A. CITY SCHOOL DISTRICTS COTERMINOUS WITH OR CONSTITUTING PART OF A JUNIOR COLLEGE DISTRICT

<i>City school district</i>	<i>Junior college district</i>
1. Compton	Compton Junior College
2. Glendale	Glendale Junior College
3. Long Beach	Long Beach Junior College
4. Los Angeles	Los Angeles Junior College
5. Marysville	Yuba County Junior College
6. Modesto	Modesto Junior College
7. Pasadena	Pasadena Junior College
8. Riverside	Riverside Junior College
9. Sacramento	Sacramento Junior College
10. San Bernardino	San Bernardino Valley Junior College ¹
11. San Jose	San Jose Junior College
12. San Mateo	San Mateo Junior College
13. San Rafael	Marin Junior College ²
14. Santa Ana	Santa Ana Junior College
15. Santa Rosa	Santa Rosa Junior College ³

¹ Junior college district comprises Colton Union and San Bernardino City high school districts.

² Junior college district comprises San Rafael City and Tamalpais Union high school districts.

³ Junior college district comprises Analy Union and Santa Rosa City high school district.

B. CITY SCHOOL DISTRICTS COTERMINOUS WITH OF PART OF HIGH SCHOOL DISTRICT WITH JUNIOR COLLEGE COURSE

<i>City school district</i>	<i>Union high school district maintaining junior colleges</i>
1. Bakersfield	Kern County Union
2. Fresno	
3. Pomona	
4. Porterville	Porterville Union
5. Salinas	Salinas Union
6. San Diego	
7. Santa Monica	
8. Taft	Taft Union
9. Ventura	Ventura Union
10. Visalia	Visalia Union

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

CONFERENCE OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS

The conference of Secondary School Principals held in San Francisco on April 15-17, 1935, gave many evidences of outstanding and substantial programs in the state wide program of secondary school curriculum reorganization. The willing participation of all, the frank and free consideration of major problems, and the sincere search for helpful ideas evident on every hand bespeak a high type of administrative leadership in the individual secondary schools of the State. It is predicted that the influence of this conference will be reflected into the communities of our state in the form of improved instructional programs and an increased public confidence in the management and work of the secondary schools. To all who attended and contributed our appreciation and congratulations are most cordially extended.

PROPAGANDA BY FOREIGN GOVERNMENTS

The attention of school administrators is called to the need for exercising due vigilance in the use of materials contributed by agencies for purposes of propaganda. Should any material reach you from sources other than the usual channels that purports to present the true picture concerning the conditions of any foreign nation, you are requested to forward copies to this office immediately.

Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,
and Chief, Division of Research and Statistics*

DISTRICTS COMPRISING CALIFORNIA JUNIOR COLLEGE DISTRICTS AND HIGH SCHOOL DISTRICTS MAINTAINING JUNIOR COLLEGES

School Code sections 4.270-1 require the levy of a county junior college tuition tax in each county upon those portions of the county not included in any junior college district nor in any high school district maintaining a junior college, to pay for the tuition of students attending a public junior college in the same county or in another county and

residing in a portion of the county not included in any junior college district or in any high school district maintaining a junior college. In the administration of this law it is necessary to verify the residence of all non-resident junior college students in order to determine whether they reside in another junior college district or in a high school district in which a junior college is maintained.

The following lists of districts comprising each of the California junior college districts and high school districts maintaining junior colleges are intended to facilitate determination as to whether the residence of non-resident junior college students is or is not within a district maintaining a junior college. In the first list are given the names of the high school and elementary school districts contained within each of the junior college districts. In the second list are given the names of the individual elementary school districts contained within each of the several high school districts which maintain junior colleges. These lists are derived from the annual reports of county superintendents of schools for the school year 1933-34. The lists of districts derived from the county superintendents' annual reports were verified through reference to reports of district assessed valuations provided by county superintendents of schools on the copies of school district budgets for the current school year filed with this office, and by further check against assessed valuation figures for the current school year contained in the annual reports of county auditors for 1933-34.

I. High School and Elementary School Districts Comprising Junior College Districts, 1934-1935

CHAFFEY JUNIOR COLLEGE DISTRICT (ONTARIO)—SAN BERNARDINO COUNTY

Chaffey Union High School District (Ontario)

Alta Loma	Fontana
Camp Baldy	Mountain View
Central	Ontario
Cucamonga	Piedmont
Etiwanda	Upland

COMPTON JUNIOR COLLEGE DISTRICT—LOS ANGELES COUNTY

Compton Union High School District

Clearwater	Lynwood
Compton	Willowbrook
Enterprise	

FULLERTON JUNIOR COLLEGE DISTRICT—ORANGE COUNTY

Fullerton Union High School District

Buena Park	Orangethorpe
Fullerton	Yorba Linda
La Habra	

GLENDALE JUNIOR COLLEGE DISTRICT—LOS ANGELES COUNTY

Glendale High School District

Glendale

LONG BEACH JUNIOR COLLEGE DISTRICT—LOS ANGELES COUNTY**Long Beach High School District**

Llewellyn

Long Beach

LOS ANGELES JUNIOR COLLEGE DISTRICT—LOS ANGELES COUNTY**Los Angeles High School District**

Beverly Hills

Liberty

Calabasas

Los Angeles

Castaic Union

New Era

Castaic

Newhall

Live Oak

Palos Verdes

Cornell

Saugus

Culver City

Sulphur Springs

Honby

Topanga

Las Virgenes

MARIN JUNIOR COLLEGE DISTRICT (KENTFIELD)—MARIN COUNTY**San Rafael High School District**

Dixie

San Pedro

Lagunitas

San Quentin

Loma Alta

San Rafael

San Jose

Tamalpais Union High School District (Sausalito)

Angel Island

Larkspur

Belvedere

Mill Valley

Bollinas Union

Ross

Bollinas

San Anselmo

Wilkins

Sausalito

Fairfax

Stinson Beach

Fort Barry

Tiburon

Kentfield

MODESTO JUNIOR COLLEGE DISTRICT—STANISLAUS COUNTY**Modesto High School District**

Belpassi

Modesto

Cole

Paradise

Empire Union

Prescott

Garner

Ransom

New Hope

Salida

Fairview

Shiloh

Hart

Stanislaus

Jackson

Stoddard

McHenry

PASADENA JUNIOR COLLEGE DISTRICT—LOS ANGELES COUNTY**Pasadena High School District**

La Canada

Sierra Madre

Pasadena

South Santa Anita

RIVERSIDE JUNIOR COLLEGE DISTRICT—RIVERSIDE COUNTY**Riverside High School District.**

Alvord

Moreno

Ferndale

Riverside

Glenavon

Union Joint (Riverside-San

Highgrove

Bernardino counties)

Jurupa Heights

West Riverside

Midland

SACRAMENTO JUNIOR COLLEGE DISTRICT—SACRAMENTO COUNTY
 Sacramento High School District
 Sacramento

SAN BERNARDINO VALLEY JUNIOR COLLEGE DISTRICT (SAN BERNARDINO)—SAN
 BERNARDINO COUNTY

Colton Union High School District

Bloomington

Colton

San Salvador

Terrace Union

La Loma

Terrace

San Bernardino High School District

City Creek

Crest Forest

Del Rosa

Highland

Lake Arrowhead

Los Flores

Mill

Rialto

San Bernardino

Warm Spring

SAN JOSE JUNIOR COLLEGE DISTRICT—SANTA CLARA COUNTY

San Jose High School District

San Jose

SAN MATEO JUNIOR COLLEGE DISTRICT—SAN MATEO COUNTY

San Mateo Union High School District

Burlingame

Hillsborough

Millbrae

San Bruno Park

San Mateo

SANTA ANA JUNIOR COLLEGE DISTRICT—ORANGE COUNTY

Santa Ana High School District

Diamond

Greenville

Paularino

Santa Ana

SANTA ROSA JUNIOR COLLEGE DISTRICT—SONOMA COUNTY

Analy Union High School District

Burnside

Canfield

Duncans Mills

Eucalyptus

Forestville

Freestone

Gold Ridge

Green Valley

Guerneville

Hall

Jenner

Jonive

Kidd Creek

Montgomery

Mountain View

Mount Jackson

Mount Vernon

Oak Grove

Occidental

Ocean

Pleasant Hill

Ridenhour

Sebastopol Union

Marshall

Sebastopol

Sheridan

Spring Hill

Stony Point

Vine Hill

Santa Rosa High School District

Alpine

Brush

Dunbar Union

Los Guillicos

Fulton

Riebli

Rincon

Roseland

Santa Rosa

Santa Rosa City

Hearn	Steuben
Lewis	Strawberry
Lone Redwood	Tarwater
Mark West	Todd
Monroe	Wallace
Olivet	Wilford
Piner	Wright

**YUBA COUNTY JUNIOR COLLEGE DISTRICT (MARYSVILLE)—YUBA COUNTY
Marysville Union High School District**

Arboga	Goldfield
Brophy	Greenville
Browns Valley	Hansonville
Camptonville Union	Indiana Ranch
Celestial Valley	Linda
Mill Creek	Long Bar
Oak Valley	Marigold
Slate Range	Marysville
Challenge	Oregon House
Cordua	Peoria
Dobbins	Rose Bar
Ella	Sharon Valley
Feather River Union	Spring Valley
Honecut	Strawberry Valley
Woodruff	
Fruitland Union	
Buckeye	
Sugar Loaf	

Wheatland Union High School District

Elizabeth	Waldo
Plumas	Wheatland

**II. Elementary School Districts Comprising High School Districts in
Which Junior Colleges are Maintained, 1934-1935**

**ANTELOPE VALLEY JOINT UNION HIGH SCHOOL DISTRICT (LANCASTER)—LOS
ANGELES-KERN COUNTIES**

Agua Dulce	Muroc (Kern County)
Antelope	Neenach
Bee	Palmdale
Bellevue	Pine Canyon
Del Sur	Quail Lake
Elizabeth Lake	Randsburg (Kern County)
Esperanza	Redman
Fairmont	Red Rock (Kern County)
Johannesburg (Kern County)	Rogers
Keppel Union	Roosevelt
Almondale	Soledad
Alpine	Southern Kern County Union
Llano	(Kern County)
Lake Hughes	Rosamond
Lancaster	Willow Springs
Leona	Tierra Bonita
Mint Canyon	West Antelope (Kern County)
Mojave (Kern County)	Wilsona

BRAWLEY UNION HIGH SCHOOL DISTRICT—IMPERIAL COUNTY

Brawley	Mulberry
Magnolia Union	Trifolium
Alamorio	Westmorland
Magnolia	

CENTRAL UNION HIGH SCHOOL DISTRICT (EL CENTRO)—IMPERIAL COUNTY

Acacia	McCabe Union
Centinela	Date
El Centro	McCabe
Elm	Seeley Union
Eucalyptus	Florence
Heber	Seeley
Lone Star	Silsbee
	Westside

CITRUS UNION HIGH SCHOOL DISTRICT (AZUSA)—LOS ANGELES COUNTY

Azusa	Glendora
Azusa City	

COALINGA UNION HIGH SCHOOL DISTRICT—FRESNO COUNTY

Claremont	Macks
Coalinga	Oil King
Huron	

FRESNO HIGH SCHOOL DISTRICT—FRESNO COUNTY

Calwa	Fresno
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KERN COUNTY UNION HIGH SCHOOL DISTRICT (BAKERSFIELD)—KERN COUNTY

Agua Caliente	McFarland Union
Annette	McFarland
Arvin	Robertson
Aztec	Stiles
Bakersfield	Mountain View
Beardsley	Munzer
Belridge	Norris
Blake	Old River
Brundage	Ordona
Buena Vista	Paloma
Buttonwillow Union	Panama
Bowerbank	Pershing
Buttonwillow	Poso Flat
Caliente	Richland
Edison	Rio Bravo
Fairfax	Rockpile
Fairview	Rosedale Union
Fruitvale	Palm
Granite	Rosedale
Greeley	Shafter
Greenfield	South Fork Union
Greenhorn	Scodie
Indian	South Fork
Indian Wells Valley Union	Weldon
Los Flores	Standard
Isabella	Stine

Kernville Union	Sunflower
Kernville	Tejon
North Fork	Union Avenue
Landers	Vaughn
Lebec	Vineland
Lerdo	Woody
Linns Valley	

LASSEN UNION HIGH SCHOOL DISTRICT (SUSANVILLE)—LASSEN COUNTY

Amedee	Long Valley
Bieber	Madeline
Bird Flat	Milford
Bridgeport	Missouri Bend
Butte	Poplar
Constantia	Ravendale
Eagle Lake	Richmond
Fairview	Riverside
Honey Lake	Secret Valley
Janesville	Soldier Bridge
Jefferson	Standish
Johnstonville	Susanville
Juniper	Washington
Lake	Willow Creek

OCEANSIDE—CARLSBAD UNION HIGH SCHOOL DISTRICT (OCEANSIDE)—SAN DIEGO COUNTY

Bonsall Union	Libby
River	Oceanside
Cardiff	Olivenhain
Carlsbad Union	San Dieguito
Carlsbad	San Luis Rey
South Oceanside	Vista Union
Del Mar	Buena
Encinitas	Delpy
Green Valley	Vista

POMONA HIGH SCHOOL DISTRICT—LOS ANGELES COUNTY

Pomona	Spadra
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PORTERVILLE UNION HIGH SCHOOL DISTRICT—TULARE COUNTY

Alta Vista	Rural
Burton	Saucelito
Citrus South Tule	Springville Union
Dennison	Mt. View
Ducor	Mt. Whitney
Grand View Heights	Terra Bella Union
Hope	Deer Creek
Olive	Terra Bella
Orange	Zion
Pleasant View	Vincent
Porterville	Welcome
Rockford	

REEDLEY JOINT UNION HIGH SCHOOL DISTRICT—FRESNO-TULARE COUNTIES

Alameda	Orange Cove Joint Union
Alta	Orange Cove
Great Western Union	Reedley
Fink	Riverview Union
Mt. Campbell	Riverbend
Mt. Olive	Riverside
Navelencia Union	Smith Mountain
Citrus Cove	Wahtoke
Clark's Valley	Windsor (Tulare County)
Navelencia	

SALINAS UNION HIGH SCHOOL DISTRICT—MONTEREY COUNTY

Alisal Union	Lake
Alisal	Langley
El Sausal	Natividad
Blanco	Prunedale
Buena Vista	Salinas
Chualar Union	Santa Rita
Chualar	Spreckels
Graves	Spring
Lagunita	

SAN BENITO COUNTY HIGH SCHOOL DISTRICT (HOLLISTER)—SAN BENITO COUNTY

Antelope	Jefferson
Anzar	Live Oak
Aromitas	New Idria
Ausaymas Joint Union (San Benito- Santa Clara counties)	Olympia
Ausaymas	Pacheco
Bear Valley	Paicines
Bitterwater-Tully Union	Panoche
Bitterwater	Peralta
Tully	Quien Sabe
Cherry Hill	San Juan
Cienega	San Justo
Cottonwood	Santa Ana
Emmet	Santa Anita
Enterprise	Southside
Erie	Tres Pinos Union
Fairhaven	Sunnyside
Fairview	Tres Pinos
Gabilan	Union
Hollister	Vineyard
	Willow Grove

SAN DIEGO HIGH SCHOOL DISTRICT—SAN DIEGO COUNTY

San Diego

SANTA MARIA UNION HIGH SCHOOL DISTRICT—SANTA BARBARA COUNTY

Betteravia	Orcutt Union
Blochman Union	Bicknell
Blochman	Careaga
Doheny	Newlove
Bonita	Orcutt
Casmalia	Pine Grove
Cuyama	Washington

Garey	Pleasant Valley
Guadalupe Joint Union	Rice
Guadalupe	Santa Maria
Laguna	Suey
Lake View	Tepusquet
Los Alamos	Wasioja
Olive	

SANTA MONICA HIGH SCHOOL DISTRICT—LOS ANGELES COUNTY

Decker	Santa Monica
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TAFT UNION HIGH SCHOOL DISTRICT—KERN COUNTY

Elk Hills	Olig
McKittrick	Taft
Midway	

VENTURA UNION HIGH SCHOOL DISTRICT—VENTURA COUNTY

Avenue	Punta Gorda
Mill	San Buenaventura
Montalvo	Santa Ana
Mound	Saticoy
Nordhoff Union	
Arnaz	

VISALIA UNION HIGH SCHOOL DISTRICT—TULARE COUNTY

Chatham	Oak Grove
Deep Creek	Packwood
East Lynne	Taurusa
Elbow	Union
Elbow Creek	Visalia
Goshen	Willow
Ivanhoe	Yettam
Linwood	

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

Directory of California Secondary Schools, Department of Education
Bulletin No. 21, November 1, 1934.

Statistics of California Junior Colleges, Department of Education
Bulletin No. 22, November 15, 1934.

California Journal of Elementary Education, Volume III, Number 4,
May, 1935.

School and Home Gardens. Science Guide for Elementary Schools,
Volume I, Number 7, February, 1935.

Division of Elementary Education and Rural Schools

HELEN HEFFERNAN, Chief

LONG TIME PLANNING IN EARLY CHILDHOOD EDUCATION

At the call of Superintendent of Public Instruction Vierling Kersey a hundred educators assembled at the Hotel Californian in Fresno on April 13, 1935, to study the problems presented in the education of children during the first eight years. Representatives of private and federal nursery schools, kindergarten and primary education, homemaking education, research departments, parent education, teacher training institutions, city, county, and state departments of education participated in the deliberations of the conference.

It was the consensus of the conference that the decade immediately ahead will witness an extension of education in the early childhood period. To guarantee that this extension will be most effectively and economically accomplished, it is desirable to plan a program for these early years of childhood characterized by continuity. The present divisions between nursery school, kindergarten, and primary education should give way to a unified program to meet the developmental needs of young children.

The present state program of parent education should be extended to develop fathers and mothers able and willing to carry greater responsibility for early childhood education. It was recommended that a plan to provide for at least six successive weeks, of one evening each week on an adult education basis, of organized study by fathers and mothers and teachers in every school room in California, beginning with the kindergarten primary groups, for the study of problems of child care and development be inaugurated. Teacher training institutions should give every professional student content and method appropriate for use with typical parent groups and should train a limited number of individuals to engage in nursery school education.

It was the recommendation of the conference that parent education training should begin definitely in the public elementary and secondary schools. A laboratory in the form of a nursery school for the use of boys and girls of high school age should be provided. In such a program the emphasis would be upon the technique of observation; technical study of growth and development; bases for permanent family life, including consideration of money, leisure, sex, and philosophy of education. Similar provisions might well be extended to include appropriate education in human growth and development on the level of children in the upper grades of the elementary school.

In order that the recommendations of the conference may be further studied and that more specific planning may ultimately result, a state wide committee will be appointed to carry on the work and report at a later meeting.

Bureau of Business Education

IRA W. KIBBY, Chief

STATE CONFERENCE ON BUSINESS EDUCATION

New developments in business education were presented and discussed by a large gathering of business educators and principals at the annual state conference on business education held in Fresno April 13, 1935. The following are summaries of the topics presented at the conference:

1. A reorganized secondary school program will shift vocational training into the junior college level, leaving the high school to offer a program of general training which will emphasize the knowledge, skills, and understandings needed for adaptation to the environment in which one lives. Inasmuch as business plays an important part in our everyday life, the teaching of those business techniques and processes that individuals need in their personal business relationships will become an important phase of the reorganized program.

The mathematics taught in the future high school will not be the mathematics of engineering but those arithmetical processes used by the average American in his daily environment. The typewriter will become the universal writing tool and skill in its use will be acquired by most of the secondary school students. Wise spending and saving contribute so much to happy living that an understanding of the relationships between price and serviceability of commodities will be an essential part of the teaching program. This will include an understanding of budgeting and personal record keeping.

2. A simplified typewriter keyboard will aid materially in eliminating typewriting errors and will contribute to reducing the time needed to learn to typewrite. A new scientific typewriter keyboard developed by Dr. August D. Dvorak, of the University of Washington, was explained and its advantages given. The keyboard is arranged to give a balance of stroking between the left and right hands. The new arrangement of keys allows two-thirds of ordinary typewriting to be performed by the fastest known play between fingers of opposite hands. Seventy per cent of the stroking load is on the home row of keys. It was recognized that the major barrier to the introduction of the new keyboard was the universal use of the so-called standard keyboard. Individuals desiring to learn typewriting for personal use can, however, advantageously learn to use a typewriter equipped with the new keyboard. Experiments in the use of typewriters equipped with the scientific keyboard in the seventh, eighth, and ninth grades, where work rooms were provided in which students typed their school work, were reported as being successfully conducted.
3. The direct method of teaching shorthand is resulting in an increased accomplishment in a shorter period of time. Students begin to learn shorthand by reading and writing paragraphs with the emphasis upon the thought contained therein, and not on the form. In the direct method the emphasis is not on shorthand forms as such, but on shorthand forms as expressing words, phrases, and ideas.
4. Personal development is an important part of any business vocational training program. Students may acquire understanding and skills that will make them efficient workers but business will not employ them unless their personal appearance and behavior is pleasing to customers, as well as to other office workers and executives. Training in proper and pleasant grooming, voice culture, and the understanding of human behavior is just as essential as training in technical understandings and skills.

5. Business arithmetic can be taught just as effectively through using calculating machines as through the old pad and pencil method. The use of calculating machines in developing arithmetical computing skill did not, in experiments conducted, entail a loss of skill in pad and pencil technique. The evidence indicated that the machines assisted dull pupils but neither assisted nor interfered with bright pupils in learning business arithmetic. The pupils' interest in and attitude toward class work improved when calculating machines were used for the teaching of arithmetic.
6. Elementary business, or junior business training, is being reorganized so as to provide business situations of ninth grade pupil experiences, with the idea that pupils will acquire the kind of information and develop the habits of thinking which every person uses or should use. It is recognized that every child needs business information, whether he is enrolled in the commercial, college preparatory, or mechanics-arts curriculum, if he expects to adapt himself to modern living. Units of instruction including buying or renting homes, budgeting for the household, public services which members of the family use, civic responsibilities of the household, legal relationships of parents and child, problems of buying commodities and services, getting along with the storekeeper, and how to travel form the major part of the new course in elementary business or everyday business.
7. There is serious doubt at the present time as to whether or not education and educational leadership will be able to vision some of the qualities and characteristics essential in a new social order, much less be able to develop them in the individuals. It is the difference between the philosophy of *laissez faire* or of the philosophy of those in the field of business education who actually believe that some way or other, we are going to reflect in business education some of the teaching we are doing. If we will make the man what he should be, then business is going to come out all right.

We are of the opinion that we can develop an individualism that will go out and make the social situation something that we have visioned in the classroom.

We predicate first of all that energy is probably the basis of life and civilization, that the expenditure of energy is the basis of economic life. If this is true we are the influence that we exert. The principle of our economic life will tend to govern what our cultural life shall be, and what our governmental policies shall be.

For the youth the problem of his relationship to the economic order, to the types of energy which make him a fit character, a fit worker in the economic system, comes first the problem of having him become economically self-sufficient, thereby making it possible to talk to him about improved morality, governmental policies, and about the good life.

It would seem that we are shifting from a saving economy to a spending economy; that it is far better to make sound judgments about wise spending today than it is to have any kind of judgment about whether you can save or whether there is any advantage in saving. Young people are abandoning the philosophy of a saving economy, and they have no idea of what is a wise spending economy.

Business education more than any other education, gives youth the characteristics of the new order, even if it cannot give them a complete blueprint of that order.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decisions

Forfeiture of Employment by Refusal to Teach

Where a teacher, assumed to be permanent, of a school district was offered a contract of employment for a school year after the beginning of such school year at an annual salary lower than that received by her during the previous school year and returned the contract unsigned because of a question as to her salary, the governing board of the district could not consider her action as a refusal to sign and dismiss the teacher when the evidence showed without any conflict that at the time the board met to consider her supposed refusal to sign, the board knew that her refusal had been so qualified that it could not be treated as such.

The power of the governing board to raise or reduce salaries can not be doubted, provided it is reasonably exercised and no attempt is made after the beginning of any particular school year to reduce salaries for that year. A teacher is not bound to abandon views held in good faith as to the compensation to which he or she is entitled on pain of forfeiture or permanency.

(Note. The court said the result reached by the Third District Court of Appeals in *Fidler v. Board of Trustees*, 112 Cal. App. 296, was unsatisfactory and intimated that in its opinion there was, according to the evidence, no refusal to teach on the part of the plaintiff therein.)

(*Abraham v. Sims etc. et al.*, 89 C.D. 383, ---Pac. (2nd)---, on hearing after judgment in Appellate Court (78 C.A.D. 213, ---Pac. (2nd)---) reported on pages 310 and 311, September 1934 issue of *California Schools*.)

Appellate Court Decisions

Dismissal of Permanent Employee

Where a permanent employee of a school district was notified by registered mail, as required by School Code section 5.651, by the governing board of the school district that she was incompetent and such notice was mailed February 12, 1932, and received by the employee on February 13, 1932, and charges against the employee were filed May 13, 1932, the notice of incompetency was given at least three months

prior to the filing of the charges as required by School Code section 5.654, applying the rule that in the computation of time, the first day is excluded and the last day included.

The notice of the filing of the charges was sent to the employee on May 14, 1932, by registered mail, as required by School Code section 5.654, and received by her on May 16, 1932, and the thirty day period allowed the employee in which to demand a hearing on the charges did not start to run until the mailing of the notice on May 14, 1932.

It is sufficient under School Code section 5.651 that the registered letter containing the notice of the charges was deposited in the United States mail on May 14, 1932, and it is not necessary that the employee should have actually received the notice on or before May 15, 1932. (*Rapp v. Los Angeles City School District*, 80 C.A.D 1153, --- Pac. (2nd) ----.)

Payment of Tuition for High School Pupils

School Code sections 3.301 and 3.306 do not delegate to a county superintendent of schools any legislative authority and are not unconstitutional; and the determination, in accordance with School Code section 3.301, by a county superintendent of schools of the amount to be paid by a high school district in which a high school pupil resides to the high school district in which he attends cannot be attacked in the absence of any showing that there was an absence of discretion by the county superintendent of schools.

Pupils residing in one high school district and attending in another prior to the adoption of terms and conditions of such attendance are attending in such high school district unlawfully. (*Fillmore Union High School District et al., v. Cobb*, 81 C.A.D 277 --- Pac.(2nd) ----.)

Attorney General's Opinions

Annexation of Elementary School Districts to High School Districts Under School Code sections 2.500-2.504

When, under School Code sections 2.500 and following, proceedings are taken to have an elementary school district, not in any high school district, annexed by the county board of supervisors to a certain high school district, the petition for the election to determine to what high school district the elementary school district shall be annexed provided for in School Code section 2.504 may be filed at any time prior to final action taken by the board of supervisors on the matter of annexing the elementary school district to a high school district; and if such petition be filed prior to a vote by the board of supervisors on the motion duly made and seconded to annex the elementary school district to a certain high school district, the election provided for must be held. (A. G. O. 9879, April 9, 1935)

Deputies and Assistants of County Officers

Under section 5 of Article XI of the Constitution, a county board of supervisors may allow additional deputies or assistants to county officers. (A. G. O. 9812, February 26, 1935)

Fees of State Division of Architecture for Examining School Buildings Under Field Bill

The Division of Architecture of the Department of Public Works should make clear that in charging a school district for examinations of buildings conducted by the Division under the Field Bill (Chapter 59, Statutes 1933) the cost of overhead maintenance of the Division charged to the district is that arising from work actually done for the district. The Division should also establish a new accounting system satisfactory to the several school districts and district attorneys of the state. (A.G.O. 9820a, April 12, 1935)

Increases in Teachers' Salaries During School Year

The governing board of a school district has no authority in view of the case of *California Highway Commission v. Riley* (192 Cal. 97) to increase the annual salary of a teacher prior to the termination of the then existing contract between the governing board of the district and the teacher. *Stewart v. Eaves* (84 Cal. App. 312) not being applicable to instant situation. (A.G.O. 9877, April 6, 1935)

Right of Probationary Teacher to Reemployment on Expiration of Leave of Absence

A probationary teacher on leave of absence during the whole of a school year may be dismissed at the close of such school year in the time and manner provided for by School Code section 5.681. (A.G.O. 9882, April 10, 1935)

FOR YOUR INFORMATION

EDUCATIONAL BROADCASTS

Education Today

The following broadcasts will be offered by the State Department of Education on its radio program, Education Today. This program is given over Station KGO from 6:45 to 7:00 p.m. Saturday evenings.

May 4—Mrs Harriet J. Eliel, President, Berkeley Board of Education; Making California School Buildings Safe.

May 11—Dr. W. W. Kemp, Dean of the School of Education, University of California; Dr. Edwin A. Lee, Superintendent of Schools, San Francisco; and Dr. Ivan R. Waterman, Chief, Division of Textbooks and Publications, State Department of Education; The Role of the Federal Government in Education.

May 18—Musical Program. Men's Glee Club, San Mateo Junior College, Fredric Roehr directing.

May 25—Musical Program. Girls' High School Chorus, San Francisco, Mrs. Mary McGlade directing.

June 1—Musical Program. Girls' Glee Club, Modesto Junior College, R. W. McKnight directing.

June 8—Ellis G. Rhode, Supervisor, Emergency Educational Program, State Department of Education; A Visit to our Emergency Education Classes.

Liberal Arts Series

The State Department of Education and the California Association for Adult Education, with the assistance of a grant from the Carnegie Corporation of New York, are cooperating in a series of educational broadcasts to be released over stations KFI and KECA. These broadcasts will be given as follows:

		<i>KFI</i>	<i>KECA</i>
Monday	Liberal Arts series -----	4:00	6:30
Tuesday	Literature series -----	4:00	6:30
Wednesday	History (dictatorship series) -----	4:00	6:30
Thursday	Science (archeology series) -----	4:00	6:30
Friday	Social Science series -----	4:00	6:30

These broadcasts will be accompanied by suggestions for further reading and may be used by groups as a basis for discussion. The California Association for Adult Education, 308 California State Building, Los Angeles, will be glad to assist groups desiring to organize programs of study.

Average Family

The State Department of Education and the California Association for Adult Education are also offering a series of broadcasts on social and economic problems under the title, Average Family. These broadcasts will be given as follows:

	<i>KFWB</i>	<i>KROW</i>
Monday		4:00 p.m.
Tuesday	7:15 p.m.	
Friday	7:30 p.m.	4:00 p.m.

Vocational Agriculture

The Bureau of Agricultural Education, State Department of Education, will offer a series of broadcasts during the month of May. These broadcasts are given over stations KPO, KFI, KFSD, from 12:00 to 12:15 on the following dates:

- May 6—Culling the poultry flock, pullet care, marketing; making a catching crate.
- May 13—Maintaining a healthy dairy herd; sanitation equipment.
- May 20—Propagation, grafting, and budding; care of grafting tools.
- May 27—Equipping the farm shop.

Current Questions Before Congress

Current questions before Congress are discussed every Thursday from 1:45 to 2:00 p.m. by Senator William A. Barkley, democrat of Kentucky, and Senator Arthur Capper, republican of Kansas. The broadcasts give the republican and democratic viewpoint on legislation pending in Congress and are released over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, KBFK.

Third Stanford Broadcast on Implications of Social Changes for the Program of the Modern School

The third of a series of broadcasts by members of the faculty of the School of Education of Stanford University on The Modern School will be heard on May 21, from 4:00 to 4:30 p. m. over stations associated with the western network of the National Broadcasting Company. It will be noted that this hour has been changed from 3:30 to 4:00 as a result of the introduction of daylight saving time in the East. This program will be broadcast by station KPO, KECA, and KFSD, and will deal with Implications of Social Changes for the Program of the Modern School. Dr. P. E. Davidson, Dr. Harold C. Hand, and Dean Grayson N. Kefauver of the faculty of the School of Education will participate in this program.

It is suggested that faculty, parent, and Parent-Teacher Association groups make use of these broadcasts to open discussion meetings.

Copies of the preliminary discussion outlines of the third broadcast as well as copies of the radio presentations themselves may be secured from the School of Education, Stanford University, by sending request to them and inclosing a stamped, addressed envelope.

Southern California Health, Physical Education, and Recreation Executive's Association Radio Program

The following series of radio talks are being sponsored by the University of Southern California, and are to be broadcast by various executives from the fields of health, physical education, and recreation. The program will be carried over KNX at 4:45 p. m. each Friday.

- May 3—Walter Scott, Supervisor of Physical Education, Long Beach Public Schools—"The Earthquake Emergency Challenges Physical Education."
- May 10—W. H. Orion, Chief, Division of Physical and Health Education, State Department of Education—"How California Tries to Protect your Child's Physical Heritage."
- May 17—Cecil F. Martin, Director, Department of Physical Education, Pasadena City Schools—"Physical Education for Leisure."
- May 24—Walter Hansen, Director of Physical Education, Oceanside City Schools—"What the After-School Playground can Offer."
- May 31—Glenn Lewis, Director, Department of Physical Education, Fullerton City Schools—"The Junior College and Athletics."
- June 7—George Lunt, County Supervisor of Physical Education, Riverside County—"Recreational Activities for Rural Communities."
- June 14—Dr. James Houloose, Supervisor, Health Service Department, Long Beach Public Schools—"Conserving the Health of the School Child."
- June 21—H. E. Wilson, Supervisor of Physical Education, Riverside City Schools—"Values and Dangers of High School Athletics."
- June 28—Carl Trieb, Professor of Physical Education, Occidental College—"Safety Skills as a Goal of Physical Education."
- July 5—Charles Christiansen, Supervisor of Physical Education, Santa Barbara City Schools—"The Carry-Over Sports your Child Should Know."
- July 12—Robert Munsey, Board of Education, Santa Monica—"What your Child Should Learn in School about Health."
- July 19—Eugene L. Roberts, Associate Professor of Physical Education, University of Southern California—"The Training your Physical Education Teacher Receives."

CALIFORNIA TEACHERS ASSOCIATION COUNCIL MEETING

The annual meeting of the California Council of Education of the California Teachers Association was held April 13, 1935, in San Francisco. The following were elected as members of the Board of Directors for the ensuing year:

Bay Section: John F. Brady; Walter T. Helms

Central Section: Clarence W. Edwards

Central Coast: Robert L. Bird

Northern Section: Jay E. Partridge

North Coast: Roy Good

Southern Section: William P. Dunlevy, John A. Sexson, Kathleen Stevens

Following the election of directors, the Board of Directors met and elected John A. Sexson as president, and John F. Brady as vice president, each to serve for a term of one year; and Roy W. Cloud as secretary for a term of four years.

The Council approved a report submitted by George H. Merideth, chairman of the committee on educational problems. Excerpts from the committee report are herewith reproduced.

Since schools are established and maintained by a democratic society to develop citizens capable and willing to accept social responsibilities, it is imperative that

1. The curriculum should be so conceived and utilized as to assist pupils to gain an understanding and appreciation of significant social and economic processes and problems.
2. Adequate provisions should be made for the development of a scientific attitude and growth in applying a scientific method and technique of work in the solution of pertinent problems, by means of
 - a. Collection of reliable data;
 - b. Drawing conclusions that are justified and valid in the light of data collected;
 - c. Using the most reliable means of checking validity of conclusions reached.
3. Educational procedures in learning situations should be such as to provide the learner with actual practice in making desirable social adjustments.
4. Educational procedures should present situations supplying practice in the utilization and perfection of the skills and tools which society must use in the solution of its problems, such as speaking, writing, reading, computing, etc.
5. The curriculum and educational procedures should be such as to stimulate the learner to an ever increasing awareness of new problems, new relationships, new responsibilities.
6. The curriculum should provide a variety of activities which will broaden the interests of the learner and thus afford training for desirable leisure time pursuits, such as dramatization, out-of-door activities, fine and applied arts.
7. The curriculum should provide opportunities for pursuits which will enable the individual to earn his livelihood through satisfying service to society.
8. The main consideration in curriculum construction should be the welfare of society as a whole. The school program should be free from the domination by vested interests of any group, and administered according to the interests and capacities of learners at any particular degree of maturity.
9. The whole plan of education should be such as to contribute in a continuous manner to the ever changing and gradually increasing needs of the individual from infancy to old age.
10. The curriculum should be evolved in a democratic fashion thus affording continued growth in democratic procedures, drives, urges, and motivation:
 - a. Only the larger framework of the projected curriculum should be evolved by administrators, supervisors, curriculum makers, teacher training agencies, teachers and lay folk.
 - b. The actual curriculum or intrinsic experiences of the learner should be evolved within this larger framework by the teacher and the pupils.

11. All the schools in a given area should be administered as a unified system, highly responsive to the needs of the people, and by a flexible type of administrative procedure that will promote continual adjustment to ever changing needs.
12. Finally, the state should make definite provision for continuous adequate support that guarantees stability to a program of education necessary for the welfare of all of its people.

As a program of work leading towards the realization of these ideals, it is recommended that the State Council of the California Teachers Association, in cooperation with the State Department of Education, assume the initiative in launching a concerted, state wide program of curriculum improvement at every level of the public school system. To this end it is proposed:

1. That the President of the California Teachers Association, in cooperation with the departmental heads of the State Department of Education, appoint a Central Guidance Committee of not more than five or seven members to make a comparative study of outstanding plans of curriculum reorganization, either proposed or now in use.
2. That the Central Guidance Committee, on the basis of this comparative study, formulate one or more suggestive plans of curriculum organization, each a coherent, comprehensive scheme toward which any local system may direct its effort if it so desires.
3. That the Central Committee's analysis of plans, and its proposed plan or plans based upon the analysis, be submitted for criticism or approval to a series of Regional Advisory Committees, each of which shall represent all important agencies of curriculum revision at every level of public education.
4. That after the criticisms of the Regional Advisory Committees have been considered, the Central Guidance Committee publish its comparative study of curriculum plans along with its own proposed plan or plans, as revised, for the information of the educators of the state, to be adopted or not as local authorities may decide.
5. That the Central Guidance Committee set up criteria and safeguards to guide in the direction, development, and continual change of local experimental programs or plans of curriculum revision, and make recommendations to the Council for setting up cooperative methods for the continuing evaluation of these experiments.
6. That the suggestive plans to be evolved by the Central Committee should provide tentative answers to such questions as follow:
 1. What instructional materials should the school utilize at each particular level in order to realize the social purposes of education?
 2. What instructional methods are most effective in realizing the social purposes of the school?
 3. How can education be made a continuous process from the kindergarten, through the elementary school, junior high school, senior high school, and junior college?
 4. How can the school provide more adequately for the needs of exceptional children?
 5. What are acceptable practices in regard to grading, ability grouping, marking, promotions, and graduation?
 6. How can the school coordinate more effectively with community life?

7. How can the inter-relationships of different fields of subject matter be recognized, for purposes of integration, and yet utilize the specific types of teacher preparation that now exist?

Frank A. Henderson, chairman of the committee on financing public education, presented the following report which was adopted by the Council:

We submit the following recommendations:

1. That the present 5 per cent limitation be not reenacted.
2. That legislation be enacted providing that school districts be empowered to provide in the district budget a reserve fund to meet district expenses during the succeeding school year until receipt of taxes: as provided in S. B. 427 and A. B. 930.
3. That we endorse legislation designed to stabilize junior college support at \$100.00 per unit of a.d.a. plus \$2,000.00 institutional appropriation as contained in S. B. 67.
4. In view of the fact that enrollments in state colleges and the university have markedly increased, we recommend substantial increases in the appropriations for these institutions.
5. Since the county superintendent is the only county official whose convention expense is not allowed by law, we recommend that the Legislative Committee take action to include the county superintendent in this provision of the law.
6. We recommend to the Board of Directors of California Teachers Association that, in advance of the proposed Constitutional Convention, provision be made for an adequate study of the problem of financing public education in California, particularly as it relates to the principle of equalization of educational opportunity, and the principle of equalization of taxation for the support of education.

ASSOCIATION OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS

At the conference of California secondary school principals held recently at the Fairmont Hotel, San Francisco, the Association of California Secondary School Principals at its dinner meeting on Tuesday, April 16, 1935, elected the following officers:

President: Dr. Ethel Percy Andrus, Principal, Abraham Lincoln High School, Los Angeles

Vice-president: E. C. Browne, Principal, El Dorado County High School, Placerville

Secretary-treasurer: Harry G. Hansell, Principal, San Francisco Continuation School

Executive Board: J. Warren Ayer, Principal, Monrovia-Arcadia-Duarte Union High School, Monrovia

Harold B. Brooks, Principal, George Washington Junior High School, Long Beach

Earle E. Crawford, Principal, Napa Union High School

Walter R. Hepner, ex officio member, Chief, Division of Secondary Education, State Department of Education, Sacramento

The association unanimously adopted the following resolutions:

1. *Whereas*, the conference of Secondary Principals held in San Francisco this year has been particularly successful because of the splendid facilities provided, the excellent entertainment, and high quality of program, be it

Resolved, that we, the principals, express our deep appreciation to Superintendent Edwin A. Lee, to the Committee on Arrangements, to Superintendent Vierling Kersey and Mr. Walter Hepner, and to all those who have been instrumental in organizing and developing the program.

2. *Resolved*, that we express our appreciation to the Governor of the State for his recommendations to the Legislature in behalf of laws for the more efficient conduct of the public schools, and to the legislators for their sympathetic consideration of bills the aims of which are to secure adequate support for the education of the children of the state.

3. *Whereas*, the basic purpose of public education is to improve the social order, while the scourge of war tends to break down the fabric of that order, be it

Resolved, that we urge the Congress of the United States to make provision for taking all profit out of war and to make mandatory the conscription of all citizens and all the material resources of the nation in time of war, and be it further

Resolved, that a copy of this resolution be sent to the California members of the United States Congress.

4. *Resolved*, that we recommend the formation of professional standards committees within local teacher organizations to the end that codes of professional ethics be formulated and made effective; that records of the activities of such committees be kept and used eventually as the bases for the use of such committees as may be formed to protect teachers against unjust charges and to protect children against the injustice of having unfit teachers imposed upon them.

5. *Whereas*, the legislative appropriations since 1927 for the support of district junior colleges have been less than is provided for in the School Code, Section 4.942, and

Whereas, this failure has resulted in the increase of local taxes, be it

Resolved, that this convention endorse Senate Bill 67 which is intended to insure the district junior colleges the financial support provided by law.

6. *Whereas*, the group conference discussions, organized around the regional committees as set up by the State Department of Education, have been highly successful, and

Whereas, many of the investigations which have been used as bases for the discussions warrant continued investigation, be it

Resolved, that this type of organization and conference be strongly recommended for the principals convention for 1936.

Respectfully submitted,

Howard R. Gaines
Howard H. Hicks
T. S. MacQuiddy
Rufus Mead
Albert C. Olney

Nicholas Ricciardi
F. H. Sutton
O. Scott Thompson
H. O. Welty
Geo. C. Jensen, Chairman

7. *Resolved*, that the secretary of the convention be asked to send to Mr. Will C. Wood, and to Dr. Ellwood Cubberley the sincere greetings of this convention and an expression of hope for speedy and complete recovery.

California Society of Secondary Education

At its annual meeting on April 15 the California Society of Secondary Education elected the following officers:

President: Dr. John W. Harbeson, Principal, Pasadena Junior College

First Vice-president: Dr. Ethel Percy Andrus, Principal, Abraham Lincoln High School, Los Angeles

Second Vice-president: William F. Ewing, Assistant Superintendent of Schools, Oakland

Secretary and Managing Director: Horace M. Rebok, Santa Monica

Executive Board: Dr. John W. Harbeson
Dr. Ethel Percy Andrus
William F. Ewing

Ex officio members and members elect:

John Aseltine, Principal, San Diego Senior High School

L. P. Farris, Principal, Oakland High School

George C. Jensen, Principal, Sacramento Senior High School

Herman A. Spindt, Principal, Kern County Union High School and Junior College, Bakersfield

Mrs. Alice Ball Struthers, Principal, Thomas Starr King Junior High School, Los Angeles

Dr. Frank C. Touton, School of Education, University of Southern California

Western Association of Colleges and Secondary Schools

On Wednesday afternoon, April 17, the Western Association of Colleges and Secondary Schools voted to continue the incumbent officers in their present offices, as follows:

President: Dr. Frank W. Thomas, President, Fresno State Teachers College

Vice-president: Dr. Merton E. Hill, Director of Admissions, University of California

Secretary-treasurer: A. J. Cloud, Deputy Superintendent of San Francisco City Schools, and President-elect of the San Francisco Junior College

Directors: Dr. William M. Proctor, School of Education, Stanford University

Charles S. Morris, Principal, San Mateo Junior College

Charles K. Edmunds, Claremont

John A. Howard, Ojai

C. L. Broadwater, Principal, El Segundo High School

UNIVERSITY OF CALIFORNIA CALENDAR, 1935-36

The President of the University of California has approved a new calendar arrangement to apply in the departments of the University at Berkeley, San Francisco, and Davis. The principal calendar dates for the academic year 1935-36 will be as follows:

Monday, August 26, 1935—Instruction begins, first semester.

Saturday, December 21, 1935—End of first semester.

Monday, December 23, 1935, to Saturday, January 18, 1936—Christmas vacation.

Wednesday, January 22, 1936—Instruction begins, second semester.

Friday and Saturday, May 22 and 23, 1936—The Seventy-third Commencement.

This new calendar is designed to make it possible for students graduating from the secondary schools and junior colleges to enter the University of California at the opening of the second semester. Heretofore, such students have either been unable to start their university work in the second semester or have been so late in registering as to make it difficult for them to arrange satisfactory programs of study. Accordingly, the University of California will continue to close its first semester in the week before Christmas. The Christmas vacation, however, will be four weeks in length instead of three as formerly. Instruction in the second semester will begin on Wednesday, January 22, 1936, approximately ten days later than has been customary in former years. To compensate for this change the second semester will close one week later than usual; the first semester will open one week later than usual and will be shortened by one week.

PHYSICAL EDUCATION COURSE FOR ADMINISTRATORS AT UNIVERSITY OF CALIFORNIA

A summer course which will be of more than usual interest to many administrators has been arranged by Miss Louise I. Cobb, Assistant Supervisors of Physical Education at the University of California, for the coming summer session.

Miss Cobb states that the work she has outlined is designed primarily for administrators and teachers not majoring in physical education, who wish to understand the principles underlying the present day physical education and recreation programs, in their relation to the larger problems of education.

The summer sessions of most of our California institutions, through their physical education departments, are offering splendid courses in activities training and teaching technique. Many administrators and teachers not handling physical education would find these courses extremely helpful, not only in their school work, but as an aid to their out-of-school recreational life.

Each summer many school people are profiting by such instruction which they failed to receive during their own undergraduate days.

RESEARCH AND STUDY GROUP IN PHYSICAL EDUCATION

Approximately twenty executives in the fields of health, physical education, and recreation in Southern California are meeting as a research and study group twice each month at the University of Southern California, the class being under the direction of Professor Ralph LaPorte.

Extensive study is being undertaken by each member of the class, and the results obtained up to the present time have been most gratifying.

Similar groups under capable leadership might well be organized in various educational centers of California.

STANFORD REQUIREMENTS FOR B. A. MAJOR IN HYGIENE AND PHYSICAL EDUCATION

Stanford University has just issued an outline of its requirements for the Bachelor of Arts degree in Education, with major work in hygiene and physical education. Information is also available relative to the Master's and Doctor's degrees.

Inquiries relative to these courses should be directed to Dr. Thomas A. Storey, General Director, School of Hygiene and Physical Education, Stanford University.

EXCHANGE OF STUDENTS

The Belgian Bureau for Student Exchange, under the patronage of the Belgian Minister of Public Instruction, promotes intercourse by correspondence or by visit between Belgian students and those of other countries to the end that they may acquire knowledge of foreign countries. The purposes of the Belgian Bureau are carried out by three means: (1) interchange of correspondence between students, (2) exchange of visits, (3) placing of foreign students among suitable Belgian families as paying guests. The first objective, the Belgian Bureau hopes to achieve by putting American boys and girls into communication with Belgians of approximately the same age who will reply to letters in English by correspondence in French. To achieve the second objective the Bureau undertakes to arrange exchange visits between American and Belgian students, each being received in the home of the other as a member of the family. Also the Bureau will arrange for the reception of American students, as paying guests at reasonable rates, in the homes of properly qualified Belgian families where, under favorable auspices they may become familiar with the language and with the country, thus accomplishing the third purpose of its plan.

Further information and application forms may be obtained by writing directly to the Bureau Belge Pour l'Echange Estudiantin, 4 rue d'Italie, Huy, Belgium.

MARK TWAIN ESSAY CONTEST

In connection with the celebration of the one hundredth anniversary of the birth of Mark Twain at Hannibal, Missouri, his boyhood home, the Mark Twain Centennial Committee has decided to award a series of prizes, one for each state, territory, and possession of the United States, for the best essay submitted from such jurisdiction upon the subject of Mark Twain.

The rules of the contest follow:

1. All papers submitted in this contest shall be mailed, postage prepaid, to the Mark Twain Contest Committee, Chamber of Commerce, Hannibal, Missouri. No paper will be received unless postage has been prepaid.
2. No manuscript will be returned to the sender.
3. Right of publication of all manuscripts upon which a prize is awarded will be retained by the Committee.
4. Manuscripts shall not be longer than three hundred words, shall be written in ink or typewritten upon one side of the paper only, leaving a margin of one inch on the left.
5. The usual rules as to grading and judging the papers will be observed, and the decision of the judges who will be appointed by the Committee is final.
6. Papers must be submitted on or before October 15, 1935.
7. Subject of the essay is to be—Mark Twain.
8. One prize will be given to the best essay submitted from each state, territory, or possession, and a grand prize for the best essay from the United States. The state prizes will consist of plaques with a figure of Mark Twain in relief design by the famous sculptor, Walter Russell, of New York, and made of clay from Tom Sawyer's Cave. The grand prize will be announced later.
9. All contestants must be under sixteen years of age.

HEALTH CHESTS FOR MEXICAN SCHOOLS

The public schools of California are engaged in a noteworthy expression of international good-will. Since 1930, a number of schools throughout the state have undertaken to build and equip friendship health chests for less favored schools in remote valleys of Mexico. In sending these chests from the high schools of California for the rural schools of Mexico we are meeting a serious physical need for health supplies and some simple playground equipment for schools in Mexico.

Lincoln Wirt, Director, Mexico Child Welfare Bureau—American Committee, 603 American Bank Building, Los Angeles, will be glad to supply further information to those interested in this project.

MUSIC CAMP

The Pacific Coast Band, Chorus, and Orchestra Camp will hold a summer camp for a six weeks period at San Diego in connection with and during the California Pacific International Exposition. Members of the camp will participate in demonstrations of school music to be scheduled on the Exposition programs for August 13 to 17, 1935. Major Earl Dillon, manager of the camp and director of music in the Fresno High School, in requesting the cooperation of high school principals throughout the state in securing enrollment at the camp, stresses the fact that the project is a non-profit one.

The tuition for six weeks of camp and trip to San Diego, including board and room at the Exposition, is \$60. Board and room at the camp is \$15 per week. Further information concerning the camp may be secured from Major Earl Dillon, Fresno High School, Fresno.

PROFESSIONAL LITERATURE

REVIEWS

NILA BANTON SMITH. *American Reading Instruction*. New York: Silver, Burdett and Company, 1934. Pp. x + 287.

A history of reading teaching in America has been written for the first time by Nila Banton Smith after careful and extended study of reading materials published in America from 1607 to the present time. These materials included hornbooks, spellers, readers, yearbooks, articles, diaries, histories, teacher's manuals, and bulletins of various sorts. Out of this assortment of data has been drawn a picture of the successive periods of development in the field of reading.

Quotations from and descriptions of old types of reading books have been included in the history in an amusing and delightful way. The *New England Primer*, a 1735 edition, is described as follows:

Each book contained also a series of little pictures about 1 by $\frac{3}{4}$ inches in size, each accompanied by a verse designed to teach some letter of the alphabet. The picture often accentuated the gloomy message of the verse. For example, the verse for R was:

Rachel doth mourn
For her first born

This verse was illustrated with the picture of a woman standing at the foot of a cot upon which a child reposes, apparently stiff and dead.

For Y we find this verse:

Youth forward slips
Death soonest nips.

The broadening objectives of reading brought new materials, a new emphasis, new methods of instruction, and Miss Smith has devoted some fifty pages to a discussion based upon these newer phases of reading.

Chapters 8 and 9 are entitled *In Prospect* and *In Critical Retrospect*, respectively and are the chapters most useful to classroom teachers. Illustrations of reading activities taken from a modern school situation have been included and are excellent examples of good reading procedures. The evaluation of present trends and procedures is sound. Children's interests, phonics, seatwork, basic readers, vocabulary selection, all have a place in the evaluation.

American Reading Instruction will be of special value to committees preparing courses of study and to those charged with the responsibility of making textbook selections. Students of the history of American education as well as classroom teachers will find helpful contributions in this book.

GLADYS L. POTTER

ELEANORE HUBBARD. *The Teaching of History Through Dramatic Presentation*. Chicago: Benj. H. Sanborn & Co., 1935. Pp. xi + 447.

The dramatic presentation of events is a useful method in history instruction both as a source of motivation and as a means for securing a better understanding than is usually possible through the study of a text. The chief obstacle to a more extensive use of this method lies in the unfamiliarity of the average teacher with techniques for writing material in dramatic form and for producing the completed play. It is the purpose of this book to provide teachers with practical suggestions for teaching history through dramatization.

Extensive and detailed suggestions are offered for meeting such problems as stage setting for the classroom; selecting material of proper difficulty for the several grades; playwriting by the teacher, class, and individual pupils; choosing characters for various parts, and various phases of actual play production. Numerous examples of materials written in play form are included. Approximately the first half of the book is devoted to the play as a form of dramatic presentation. In the second half is treated the pantomime, pageant, puppet show, dramatic narrative, and other forms of dramatization.

Running through the entire book is the theme representing the belief of the author that "the human elements which form the basic fabric of history may best be portrayed by dramatic presentation." Teachers in the elementary school and junior high school will find in this book not only a group of practical suggestions for utilizing the method of dramatic presentation, but a source of enthusiasm for the method as one offering tremendous possibilities for presenting the story of human progress.

IVAN R. WATERMAN

ETHEL IMOGENE SALISBURY, and LULU M. STEDMAN. *Our Ancestors in the Ancient World. How They Lived.* Boston: Little, Brown, and Company, 1935. Pp. x + 396.

Our Ancestors in the Ancient World provides unusually commendable material for use on the sixth grade level. It is of particular interest to educators in California because it is the product of two California authors, Ethel I. Salisbury and Lulu M. Stedman of the faculty of the Department of Education of the University of California at Los Angeles. Miss Salisbury's long service as a member of the California Curriculum Commission assures the professional group that this textbook will present the Commission's point of view with regard to the social studies curriculum.

One of the most striking features of the book is the *style*. The dramatic episodes are related in the picturesque language of the story teller. It will capture the interest of children both because of the selection of the romantic incidents and the discriminating language in which they are presented.

The problem of reading difficulty has received the attention one would expect to find in social studies material prepared by experts in the field of general elementary education rather than subject specialists. In this case, the reading has been simplified not only by careful choice of vocabulary but by the simple structure of the sentences as well.

Of particular interest are the teaching aids at the end of the units. The activities are well organized to suggest a wide variety of educative experiences. The directions for extensive reading make the book a *learning guide* for children rather than the traditional textbook. The provision for related literature and fine and industrial art experiences will help teachers to realize the ideals of an integrated program through the social studies.

The authors and the publisher are to be complimented for making this excellent contribution to the modern point of view in social studies teaching.

HELEN HEFFERNAN

CURRENT PUBLICATIONS RECEIVED

A Salary Study for the Lexington Public Schools. University of Kentucky Bulletin, Vol. VII, No. 3. Lexington: University of Kentucky, 1935.

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- WILLIAMS, JESSE FEIRING AND BROWNELL, CLIFFORD LEE. *The Administration of Health and Physical Education*. Philadelphia: W. B. Saunders Company, 1934.
- WOODRING, MAXIE NAVE. *Enriched Teaching of English in the Junior and Senior High School*. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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 Henry M. Lynn, Departmental Accountant
 Sam H. Cohn, Deputy Superintendent of Public Instruction
 Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of
 Division of Research and Statistics
 C. F. Muncy, Assistant Chief
 Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311
 California State Building, Los Angeles
 Ivan R. Waterman, Chief of Division of Textbooks and Publications
 W. S. Dyas, Chief of Bureau of State Printed Textbooks
 Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification
 J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and
 Chief of Bureau of Trade and Industrial Education
 Julian A. McPhee, Chief of Bureau of Agricultural Education,
 California Polytechnic School, San Luis Obispo
 Ira W. Kibby, Chief of Bureau of Business Education
 Maude I. Murchie, Chief of Bureau of Homemaking Education
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 J. M. Dodd, District Supervisor of Vocational Rehabilitation, 303 State Build-
 ing, San Francisco
 W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California
 State Building, Los Angeles
 George C. Mann, Chief of Division of Adult and Continuation Education, 311 Cali-
 fornia State Building, Los Angeles
 Gertrude Laws, Bureau of Parent Education, 311 California State Building,
 Los Angeles
 Helen Heffernan, Chief of Division of Elementary Education and Rural Schools
 Gladys L. Potter (Mrs.), Assistant Chief
 W. H. Orion, Chief of Division of Physical and Health Education
 Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
 Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 Eleanor Hitt, Assistant Librarian
 Chas. Bursch, Chief of Division of Schoolhouse Planning
 C. M. Hirst, Assistant Chief
 Walter R. Hepner, Chief of Division of Secondary Education
 _____, Chief of Division of Special Education
 R. S. French, Chief of Bureau for the Education of the Blind, Principal, California
 School for the Blind, Berkeley
 Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Principal,
 California School for the Deaf, Berkeley
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene
 Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 317
 State Building, San Francisco

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